

KILLIAN ELEMENTARY

2621 Clemson Road
Columbia, SC 29229

GRADES PK-5 Elementary School

ENROLLMENT 458 Students

PRINCIPAL Eric Brown 803-699-2981

SUPERINTENDENT Stephen W. Hefner, Ed.D. 803-738-3236

BOARD CHAIR William McCracken 803-469-8536

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	55	35	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

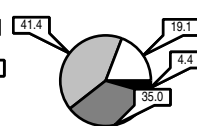
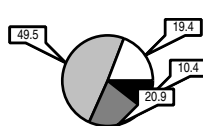
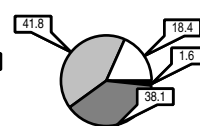
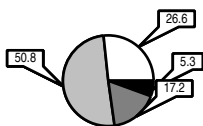
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

57.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	275	100.0	18.4	41.8	38.1	1.6	54.1	Yes	Yes
Gender									
Male	140	100.0	25.8	40.3	33.9	0.0	46.8		
Female	135	100.0	10.8	43.3	42.5	3.3	61.7		
Racial/Ethnic Group									
White	10	100.0	0.0	11.1	88.9	0.0	0.0	I/S	I/S
African-American	260	100.0	19.0	43.1	36.2	1.7	52.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	249	100.0	16.2	42.8	39.2	1.8	55.9		
Disabled	26	100.0	40.9	31.8	27.3	0.0	36.4	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	275	100.0	18.4	41.8	38.1	1.6	54.1		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	18.2	41.7	38.4	1.7	54.5		
Socio-Economic Status									
Subsidized meals	162	100.0	26.2	44.8	28.3	0.7	41.4	Yes	Yes
Full-pay meals	113	100.0	7.1	37.4	52.5	3.0	72.7		

Mathematics - State Performance Objective = 15.5%									
All Students	275	100.0	26.6	50.8	17.2	5.3	37.7	Yes	Yes
Gender									
Male	140	100.0	36.3	47.6	12.9	3.2	29.0		
Female	135	100.0	16.7	54.2	21.7	7.5	46.7		
Racial/Ethnic Group									
White	10	100.0	0.0	33.3	44.4	22.2	0.0	I/S	I/S
African-American	260	100.0	28.0	51.3	15.9	4.7	36.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	249	100.0	24.3	51.8	18.9	5.0	39.6		
Disabled	26	100.0	50.0	40.9	0.0	9.1	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	275	100.0	26.6	50.8	17.2	5.3	37.7		
English Proficiency									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	271	100.0	26.9	50.8	16.9	5.4	37.6		
Socio-Economic Status									
Subsidized meals	162	100.0	35.2	53.1	10.3	1.4	24.8	Yes	Yes
Full-pay meals	113	100.0	14.1	47.5	27.3	11.1	56.6		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	76	98.7	14.7	42.6	39.7	2.9	42.6
	Grade 4	103	98.1	20.7	44.6	33.7	1.1	34.8
	Grade 5	110	97.3	40.0	42.0	17.0	1.0	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	12.2	36.7	48.9	2.2	51.1
	Grade 4	77	100.0	24.7	49.4	23.4	2.6	26.0
	Grade 5	108	100.0	21.5	43.9	32.7	1.9	34.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	76	100.0	13.0	71.0	14.5	1.4	15.9
	Grade 4	103	100.0	18.1	53.2	18.1	10.6	28.7
	Grade 5	110	100.0	33.3	54.9	9.8	2.0	11.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	90	100.0	24.4	60.0	12.2	3.3	15.6
	Grade 4	77	100.0	37.7	49.4	11.7	1.3	13.0
	Grade 5	108	100.0	22.4	43.9	23.4	10.3	33.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 458)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	0.4%	No change	3.0%	2.7%
Attendance rate	96.7%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		5.3%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.3%		3.9%	3.5%
Eligible for gifted and talented	13.7%	Down from 15.8%	14.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.4%	Down from 8.4%	9.2%	8.2%
Older than usual for grade	0.2%	No change	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.8%	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	69.0%	Up from 66.0%	50.0%	51.4%
Continuing contract teachers	83.3%	Down from 87.2%	89.4%	87.5%
Highly qualified teachers**	92.1%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	5.1%		0.0%	0.0%
Teachers returning from previous year	76.4%	Up from 75.4%	87.0%	86.7%
Teacher attendance rate	93.8%	Up from 93.2%	94.9%	94.9%
Average teacher salary	\$41,679	Up 2.8%	\$40,714	\$40,760
Prof. development days/teacher	11.4 days	Up from 10.7 days	12.1 days	12.4 days

School

Principal's years at school	1.5	Up from 0.5	4.0	4.0
Student-teacher ratio in core subjects	21.1 to 1	Up from 18.1 to 1	19.3 to 1	18.9 to 1
Prime instructional time	89.3%	Up from 88.0%	90.1%	90.0%
Dollars spent per pupil*	\$7,665	Up 20.2%	\$5,830	\$6,044
Percent of expenditures for teacher salaries*	66.5%	Down from 67.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2003-2004 school year was a great year for Killian Elementary School. Our students, parents, and teachers worked very hard to continue, "soaring to excellence." As we celebrate the achievements of the past year, we look forward to continued success in 2004-2005.

Throughout the year Killian students took advantage of learning activities inside and outside of the classrooms. A rigorous curriculum taught by a quality teaching staff ensured that every student had the opportunity to develop the skills needed to become productive citizens in a global society. The teachers in every grade and content area integrated technology with their instruction to create an exciting approach to learning. In addition, our school resource officer, guidance counselor, school nurse, and special education services continued to serve our students and families as integral components of our school.

The last year also saw the continuation and expansion of several initiatives aimed at raising student achievement. The Lead Teachers continued to work with each grade to provide additional on-site expertise in instruction, staff development and planning. Nearly one hundred mentors from the local community supported reading instruction through the HOSTS program. While many of the mentors were new to the program, quite a few returned from the previous year. The HOSTS program was recognized as a national exemplary program for the high level of growth achieved by the students. The district's standardized test, MAP, was given in both the fall and spring. The fall test showed our teachers exactly what skills and concepts to focus on and the spring test revealed how much the students had learned during the year. Samples of student work were collected, analyzed and showed that the work assigned by the teachers is very well aligned to the state standards.

Both students and staff continued to receive honors for their work. Many students were also recognized for their achievements in character, service, athletics, and the arts. Our teachers continue to excel as learners by earning advanced degrees. Many also shared their knowledge by presenting at conferences, including the National School Boards Association of Technology and Learning conference.

Killian parents continued to be involved in all areas of school life. The dedication of the parents that served on our Parent Teacher Organization and School Improvement Council, and the many volunteers that worked to support these groups, made a real difference in the lives of our students. By working together, we are preparing them to be lifelong learners and to continue soaring to excellence.

Eric Brown, Principal
Marilyn Simms, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	101	77
Percent satisfied with learning environment	83.8%	87.0%	83.3%
Percent satisfied with social and physical environment	75.7%	79.2%	86.3%
Percent satisfied with home-school relations	62.2%	85.1%	73.6%

*Only students at the highest elementary school grade level at this school and their parents were included.